FOUNTAIN GATE
SECONDARY COLLEGE

Senior School - Subject Handbook 2025

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Assistant Principal Introduction

At Fountain Gate Secondary College we are striving for consistently high student achievement results as well as high-quality senior pathways. The school is on a journey of improvement which began to take effect in 2023 with an improved VCE median score of 27

In senior school, students will have more educational choices, a higher-quality curriculum and better workplace experiences – preparing them for further study, training at TAFE or work. The FGSC vision 'to provide high quality and appropriate programs with a focus on high expectations to provide pathways to success and be prepared for life after secondary school' is achieved by a whole school commitment to ensuring high support, quality advice and extensive pathway options for our students.

Subject Expos, subject information sessions lead into the rigorous course counselling. This process leads students towards their chosen pathways whether it be university, TAFE, apprenticeships or employment.

We wish all our students the best as they undertake this important transition

Carys Freeman
Senior School Assistant Principal

Senior School Staff

The following College staff may be of assistance when planning your Senior Studies Course. We encourage you to contact any of our staff members, please call the College on 8762 6839.

Senior School Assistant Principal	Carys Freeman
Year 11 VCE Leading Teacher Learning & Wellbeing	Elise Corney
Year 11 VCE Year Level Coordinator	Sabrina Keshtiar
Year 12 VCE Leading Teacher Learning & Wellbeing	Kelly Jessop
Year 12 VCE Year Level Coordinator	Hagger Mahmoud
Year 11 & 12 VCE VM Leading Teacher Learning & Wellbeing	Jess Latchford
Year 11 VCE VM Year Level Coordinator	Laura Carney
Year 12 VCE VM Year Level Coordinator	Kate Oades
Careers Development Practitioner & Pathways Leader	Nancy Huez-O'Rourke
VET Coordinator & Careers Pathways Practitioner	Greg Latham
Careers Pathways Practitioner	Kate Taylor
VASS Coordinator & Careers Pathways Practitioner	Lisandra Purton
Senior School Operations & Data Manager	Hindi Zarkovic

Course Selection Process

This guide has been developed to support the Senior School subject selection process for students, parents, and guardians. It is a guide only and not intended to be all-encompassing. Students need to be responsible to conduct research in their future career pathway.

Senior Studies Information Sessions:

> **Year 10 into Year 11 Senior Studies Information Assembly**
>> Wednesday 19 June 2024 Period 2
>
> **Subject Selection Information Evening**
>> Tuesday 23 July 2024
>
> **Year 10 into Year 11 Course Counselling: by appointment only**
>> Monday 5 August & Wednesday 7 August 2pm – 8pm
>
> **Year 11 into Year 12 Course Counselling: as required**
>> Tuesday 20 August 2024, 3pm – 8pm

These are vitally important dates. It is during this time that Year 10 students will select the course of study they plan to undertake in 2025. Students and parents will make an appointment with a Course Counsellor. This session is expected to take around 20 minutes, and students should attend thoroughly prepared. Students will select the course of study they wish to pursue in 2025 at this meeting. Session times will be between 2pm and 8pm on each day. Normal classes will run periods 1 -4. Year 10s will be dismissed at lunchtime.

We anticipate that student and subject groupings for 2025 should be finalised by early Term 4. During Term 4 all Senior School students will participate in Step-Up. Students will attend the subjects they have chosen or been allocated to. They will be given some work to complete over the holiday period and will undergo Verification Assessments in Feb 2025.

About our Subject Selection Guide

This guide contains general information and unit descriptions for the Victorian Certificate of Education (VCE) and the VCE Vocational Major (VCE VM). Students intending to undertake a Year 11 & 12 course at Fountain Gate Secondary College and their parents are advised to use the information and advice contained in this guide to assist them in deciding on an appropriate Senior Studies program. You are strongly encouraged to check the following websites for further information.

Victorian Curriculum and Assessment Authority (VCAA)

The VCAA is an independent statutory body responsible to the Victorian Minister for Education, serving both government and non-government schools. Their website provides access to a wide range of information relating to VCE, VCE VM and VET units: www.vcaa.vic.edu.au. Rules and Regulations of VCE, VCE VM and VET: www.vcaa.vic.edu.au/schooladmin/handbook

Victorian Tertiary Admissions Centre (VTAC)

VTAC is the central office that administers the application processes for places in tertiary courses, scholarships and special entry access schemes at university, TAFE and independent tertiary colleges in Victoria (and a few outside Victoria). VTAC receives and forwards application information and supporting documentation to the relevant authorities at institutions.

Before applying for courses or scholarships, or booking an admission test, you will need to register for a VTAC user account. Some of the features of their website enable students to search for courses, information about Australian Tertiary Admission Rank (ATAR) and set up an account in Courselink to keep track of courses that interest them. www.vtac.edu.au

Careers & Pathways at Fountain Gate

At Fountain Gate Secondary College, we provide comprehensive career education and planning support for students from Years 7 to 12. Our program is designed to help students explore their interests, understand their strengths, and plan their future career paths effectively. Qualified Career Practitioners are available to support staff, students, and families with various services and opportunities.

Career Education Services

Years 7 and 8:

Workshops: Students participate in career self-exploration workshops designed to help them identify their interests and potential career paths early on.

Careers E-Portfolio: Students can maintain a digital portfolio that includes their career action plans and other career-related documents. This platform ensures that all career planning materials are organised and easily accessible.

Year 9:

My Career Insights – Morrisby Assessment: All Year 9 students can access the Morrisby assessment, a comprehensive career diagnostic tool. This program includes a one-on-one career counselling session with an external, qualified, accredited career practitioner.

Careers E-Portfolio: Students can maintain a digital portfolio that includes their career action plans and other career-related documents. This platform ensures that all career planning materials are organised and easily accessible.

Years 10 to 12

Careers E-Portfolio: Students can maintain a digital portfolio that includes their career action plans and other career-related documents. This platform ensures that all career planning materials are organised and easily accessible.

Annual Career Action Plan: Each student develops an individual Career Action Plan annually. This plan can be linked to personalised learning and support plans to ensure a cohesive approach to their educational and career goals. Students will also have continuous access to their Career Action Plan, enabling them to regularly update and review their goals and progress.

Careers Counselling: Students receive personalised career counselling before selecting senior secondary subjects and further education or training courses to help them make informed decisions.

Individual Careers Pathways Meetings: Tailored meetings provide focused support and guidance to help students navigate their career pathways.

Additional Career Education Support

The Career & Pathways team at Fountain Gate Secondary College also provides the following services:

Management of Internal and External VET Programs: Facilitating Vocational Education and Training (VET) programs to provide practical and industry-relevant skills.

Work Experience and Structured Workplace Learning: Organising work experience opportunities and structured workplace learning for Year 10 and VCE VM students to gain real-world experience.

Careers-Related Incursions and Excursions: Arranging various incursions and excursions to expose students to different career paths and industries.

VTAC Application Support: Assisting Year 12 students with their Victorian Tertiary Admissions Centre (VTAC) applications to ensure they are well-prepared for tertiary education.

Course Selection Interviews: Supporting the implementation of course selection interviews to help students choose the right subjects and courses for their future careers.

Career Tools

We aim to provide the latest information to help you decide about your future career and life beyond school. This site can be used to locate Universities, TAFEs, and other courses across Australia, get information about the VCE, search for job vacancies, and more.
https://www.fgsccareers.com

As the team is extremely popular at peak times, students are encouraged to make an appointment in advance to ensure they see someone   promptly.
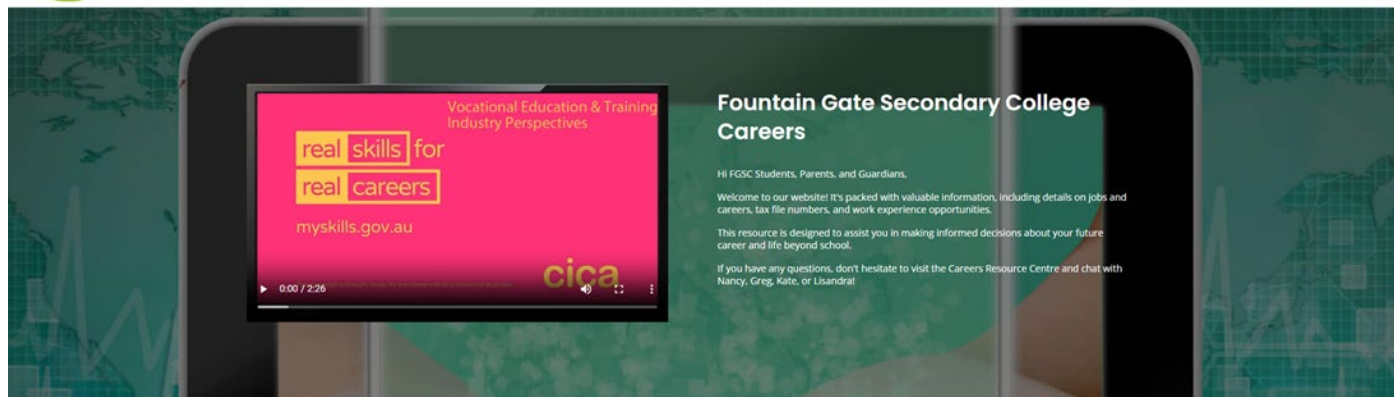
VTAC Course Search

The Victorian Tertiary Admissions Centre (VTAC) is the central office that administers the application processes for places in tertiary courses, scholarships and the Special Entry Access Scheme at universities, TAFEs, and independent tertiary colleges in Victoria (and a few outside Victoria). VTAC receives and forwards application information and supporting documentation to the relevant authorities at institutions.

www.vtac.edu.au

Careers Targets

Click the Careers Targets, and you can select from the following areas of interest to view a range of career pathways this subject area could lead you to.

Art   Automotive   Biology   Business Studies   Chemistry   Community Services   Computing & IT   Construction   Economics   Electrotechnology   Engineering   English   Entertainment   Environmental Science   Food Studies   Geography   Health   History   Home Economics   Hospitality   Industrial Arts   Languages   Maths   Media Studies   Metalwork & Engineering   Music   Outdoor Education   Performing Arts   Psychology   Physical Education   Physics   Social Science   Textiles & Design

Useful Websites

Job Outlook

Job Outlook makes it easy to find and understand career information.

www.joboutlook.gov.au

My Future-Career Information

My Future provides various information on career planning, training options, and profiles for different occupations. A good starting point to talk about careers.

www.myfuture.edu.au

Senior Subject Contacts

Accounting	Mr Hatznicolaou, Mr Ritchie, Ms Kaur
Applied Computing	Mr Golby
Art: Making & Exhibiting	Ms Shuti, Ms Pearsall
Biology	Mr Oakes, Mrs Bugajski
Business Management	Mr Hatznicolaou, Ms Oades, Ms Hatznicolaou
Chemistry	Mr Oakes, Ms Nguyen
Drama	Ms Shuti
Economics	Mr Hatznicolaou
English & Literature	Ms Brack
English as an Additional Language (EAL)	Ms Worth
Food Studies	Mr Golby
Foundation, General, Methods, Specialist Mathematics	Mr Savio, Ms Singh
Health and Human Development	Ms Minkou, Ms Corney, Ms Henry
History	Mr Hatznicolaou, Ms Mahmoud
Legal Studies	Mr Hatznicolaou, Ms Oades, Ms Arulanandam
Media	Ms Shuti, Mr Wiggs
Philosophy	Mr Hatznicolaou, Ms Keshtiar
Physical Education	Ms Minkou, Ms Hickleton
Physics	Mr Oakes, Mr Zerna, Ms Young
Product Design and Technology	Mr Golby
Psychology	Mr Oakes, Mrs Jessop, Ms Irving
Software Development	Mr Golby, Mr Zerna
Systems Engineering	Mr Golby
Visual Communication Design	Ms Shuti, Mr Burgess
VCE VM	Mrs Simpkin, Ms Latchford, Ms Carney, Ms Oades
VET Engineering	Careers & Pathways Team, Mr Golby, Mr Edwards
VET Sport, Aquatics, & Recreation	Careers Team, Ms Newman, Mr Ritani, Mr Ropata, Ms Weston
VET Dance	Careers & Pathways Team, Ms Gulen
VET Music Industry	Careers & Pathways Team, Ms Bolger
VET Health	Careers & Pathways Team, Ms Nguyen, Ms Byers
VET Information Technology	Careers & Pathways Team, Mr Dong
VET Business	Careers & Pathways Team, Ms Park
VET Building & Construction	Careers & Pathways Team
VET Electrotechnology	Careers & Pathways Team
VET Community Services	Careers & Pathways Team

Victorian Certificate of Education (VCE)

What is VCE?

The VCE is a senior secondary certificate that provides pathways to tertiary education, advanced certificate courses and the workforce. It is an internationally recognised certificate which is normally studied over a two-year period; however, it can take longer for some students to complete the certificate. Students typically study Units 1 & 2 in their first year, and Units 3 & 4 in their second year of the VCE. You can study Units 1 and 2 of a study as stand-alone units.

However, you must enrol in Units 3 and 4 of a study as a sequence, which needs to be completed in the same year if a study score is to be calculated. Students typically study between 20 and 24 units (five or six studies) between Years 10 to 12.

Satisfactory Completion of the VCE

Students must satisfactorily complete at least 16 units to be awarded the VCE.

Included in these 16 units must be:

- At least three English related units
- At least 3 sequences of units 3&4 other than English

Note: Tertiary entrance students must satisfactorily complete Units 3 & 4 English

Satisfactory Completion of a Unit

Satisfactory completion of a VCE unit depends on the successful completion of each of the Outcomes that make up that unit. Each VCE unit has at least 2 to 4 Outcomes.

Successful completion of the Outcomes is based on the teacher's assessment of a student's performance on School Assessed Coursework (SACs). Fountain Gate Secondary College, in accordance with the VCAA (Victorian Curriculum and Assessment Authority) requirements, determines satisfactory completion of units. If students completed the work requirements and assessment set for each Outcome, then the student will gain credit for the unit, and this will be reported on the mid or end-of semester report as an 'S' – Satisfactory Completion. A student who does not meet the requirements will not gain a credit for the unit and this will be reported as an 'N' – Not Satisfactory Completion.

Choosing a VCE Program

Choosing a career is often a challenging task because career development is a long-term process. As we grow, we change, and so do our goals and preferred career outcomes. At the same time, we are aware that employment and the labour market are constantly changing and that the career or occupation we focus on now may simply not exist in five, ten or twenty years.

Typically, a student choosing a senior course for 2025 can expect it to be at least two years before joining the full-time workforce. For those who intend to go onto further study, TAFE or University, this could be extended by up to six years. Aside from all the usual advice of consulting TAFE and University course guides, job guides and career practitioners, it is important to *keep your options open*. By broadening your choices, you can enhance your future career possibilities. It is well known that you are more likely to succeed in subjects that suit your strengths, aptitudes, and interests.
Note: Keeping options open does not mean you should take subjects in which you have no interest or little ability! This will restrict rather than enhance your options.

Selecting your VCE Program

In selecting subjects, it is important for students to consider the following:

- Choose subjects you will most likely succeed in; these are usually subjects of *INTEREST*
- Choose subjects that you are most likely to enjoy, you will be *INTERESTED* in these
- Check the prerequisites for university or TAFE courses of *INTEREST* to you

When selecting **YOUR** individual program:

- **DO NOT** select a program based on what your friends are choosing, they have different strengths, aptitudes, and interests
- **DO NOT** select a program based on a teacher that you like, there are NO guarantees that they will be your teacher
- **DO NOT** choose a subject based on whether it will be scaled up, if you cannot do the subject, this will impact on your results in a negative way. Select subjects that do interest you and you can do

What is a Prerequisite?

A prerequisite is a VCE unit or sequence of units that you **must** successfully complete in order to be eligible to apply for a particular course. For example, an Engineering course might list that Mathematics Methods and Physics Units 3 and 4 are prerequisites. This means that if you have not successfully completed these units you will not be considered for entry into the course.

In some cases, the prerequisite may require not only the subject, but also the lowest acceptable Study Score. For example, a Medical course might require a minimum Study Score of 30 in Chemistry as a prerequisite. In this circumstance, regardless of how well you go in all other subjects, your placement will not be considered if your Study Score is less than 30 in Chemistry.

Where a career pathway involves a university or TAFE course, you should check whether there are any VCE prerequisites before finalising your VCE course. If you discover you need to take subjects in which you have little or no interest, or with which you are likely to struggle, ask yourself if you are prepared and able to put in the work and effort necessary to achieve success in those subjects. If not, think again!

Why do courses have Prerequisites?

Prerequisites are set for many reasons, not simply to make it more difficult for students to gain entry to the course. Prerequisites are usually set because:

- The course will involve study in that particular area
- The course is designed on the assumption that students have already achieved a certain standard in the prerequisite study

Where to find information on VCE Prerequisites

Each year the Victorian Tertiary Admissions Centre (VTAC) publishes a list of prerequisite subjects for that year's group of Year 10 students. This year they will publish Tertiary Entrance Requirements as a supplement to The Age and Herald Sun in July. This is an invaluable resource, not only for choosing a VCE course, but also for checking which course you can apply for at the end of Year 12.

The information is also available from the VTAC website www.vtac.edu.au

Mathematics in VCE

Many students and parents are concerned about completing Mathematics during the VCE, and about which specific Mathematics subjects they should complete.

Firstly, the best advice that can be given to prospective Senior School students is **complete the highest level of Mathematics of which you are capable**. There is simply no question that completing Mathematics at VCE opens up many future options for students, ranging from some pre-apprenticeship TAFE courses through to all Primary Teaching qualifications.

Specific courses do have prerequisite Mathematics subjects and students should ensure that they inform themselves of what will be required for their intended courses through the relevant literature.

Secondly, all students **do not** have to complete VCE Mathematics. It is certainly in their best interests to finish at least Unit 1 and 2 in Mathematics, but it is not mandatory. For example, if a student cannot do Mathematics, then it is not in their best interest to complete the study as they may not be successful in this.

Finally, students intending to study Mathematic subjects at Year 12 will need to select the appropriate prerequisite Mathematics Units in Year 11 to allow them to enter their selections the following year.

VCE Vocational Major (VCE VM)

What is the VCE Vocational Major?

The VCE Vocational Major is a vocational and applied learning program that sits within the VCE. Four subjects make up the core of this program which take an 'Applied Learning approach'. Applied Learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major is a two-year program over Years 11 and 12. Students who enrol in the full program can choose these new VCE VM studies. The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies, and therefore, students do not receive a study score and are not eligible to receive an ATAR. Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

How is the Vocational Major VM structured?

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above). Each subject has four units, and each unit has a set of outcomes that are assessed through a range of learning activities and tasks. Students will apply knowledge and skills in practical settings and undertake community-based activities and projects involving working in a team.

How does VCE Vocational Major run at FGSC?

To successfully complete a VCE Vocational Major certificate, students must complete 16 units across two years, including:

- 3 x English/EAL/Literacy units - including the Unit 3/4 sequence.
- 2 x Numeracy / Math units
- 2 x Personal Development Skills units
- 2 x Work Related Skills units
- 180 VET hours
- 3 x other Unit 3/4 sequences

VCE VM Certification

Upon successful completion of their VCE VM program, students will receive a Statement of Results, detailing the areas of study they have completed towards their VCE VM Certificate and a VET Statement of Attainment.

VCE VOCATIONAL MAJOR PATHWAY OPTIONS

What does a Year 11 VCE VM course look like?

VCE VOCATIONAL MAJOR EMPLOYMENT PATHWAY	VCE VOCATIONAL MAJOR	VCE BLEND
3 days at school completing the below subjects • Literacy • Numeracy • Personal Development Skills • Work Related Skills 2 days externally completing one of the below options • External VET & SWL-R • SBAT (Traineeship or apprenticeship through HeadStart)	5 days at school completing the below subjects • A literacy subject • A numeracy subject • Personal Development Skills • Work Related Skills • Internal or External VET 3 weeks of SWL placements over the year	5 days at school completing the below subjects • A literacy subject • A numeracy subject • Any other 2 VCE subjects • Internal VET 3 weeks of SWL placements over the year

What does a Year 12 VCE VM course look like?

VCE VOCATIONAL MAJOR EMPLOYMENT PATHWAY	VCE VOCATIONAL MAJOR	VCE BLEND
3 days at school completing the below subjects • Literacy • Numeracy • Personal Development Skills • Work Related Skills 2 days externally completing one of the below options • External VET & SWL-R • SBAT (Traineeship or apprenticeship through HeadStart)	5 days at school completing the below subjects • A literacy subject • A numeracy subject • Personal Development Skills • Work Related Skills • Internal or External VET 1 week of SWL placements in Term 2	5 days at school completing the below subjects • A literacy subject • A numeracy subject • Any other 2 VCE subjects • Internal VET 1 week of SWL placement in Term 2

For more information about the VCE Vocational Major please speak to:

Ms Jess Latchford, Mrs Bernadette Simpkin,
Ms Laura Carney or Ms Kate Oades.

Is the VCE Vocational Major for you?

If you are seriously considering the VCE Vocational Major as an option for you, the attached check list may help you to confirm your suitability. You need to be able to confidently tick each point.

VCE Vocational Major is a course for students who do not require an ATAR Score.	
It is a course suited for young people who wish to gain an apprenticeship or traineeship.	
If intending to go on to TAFE at the end of Year 12, students should carefully check that they are able to qualify for their TAFE course by completing VCE VM. In most cases this won't be a problem.	
Students must complete a minimum of 180 hours per year of a VET/TAFE course as part of their VCE VM certificate.	
Although the VET/TAFE component of the VCE VM program is heavily subsidised by Government funding, students may have to pay some costs depending on their chosen VET/TAFE course.	
VET/TAFE attendance may require students to be able to make their own way to the course location. This will be at the student's own expense.	
Students must be prepared to complete work placement. Structured Workplace Learning is a compulsory part of the course and Work Experience in Year 10 is a prerequisite.	
Students must seek out their own work placements.	
Structured Workplace Learning will need to be linked to the VET/TAFE course you are enrolled in.	
Attendance at school, VET Course and work placement is vital if you are to complete your VCE VM certificate.	
Although students will be completing more practical subjects, there is still a writing/theory component to all classes including VET.	
Students need to be prepared to work independently of teacher assistance.	

What is Structured Workplace Learning (SWL)?

Structured Workplace Learning is a mandatory work placement that allows students to develop knowledge, work-related skills, and attitudes in a supervised workplace setting. Placement is preferably undertaken in the same industry as your VET course to enhance the opportunity to develop and demonstrate specific skills and competencies related to your course. Structured Workplace Learning also allows students to build networks with employers, improve students' understanding of employer expectations, trial different career choices whilst at school, and develop independence and self-confidence.

Please don't hesitate to contact Greg Latham at greg.latham@education.vic.gov.au for further information regarding Structured Workplace Learning.

VCE VM Core Subjects

Literacy

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based on applied learning principles, making strong connections between students' lives and learning.

By engaging with a wide range of content drawn from a range of local and global cultures, forms, and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations. Along with the literacy practices necessary for reading and interpreting meaning, students must develop their capacity to respond to information. Listening, viewing, reading, speaking, and writing are developed so that students can communicate effectively both in writing and orally.

A further essential part of literacy is that students develop their understanding of how written, visual, and oral communication are designed to meet the demands of different audiences, purposes, and contexts, including workplace, vocational and community contexts. This understanding helps students develop their writing and oracy so that they become confident in their use of language in a variety of settings.

Numeracy

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

VCE VM Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They

can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

VCE VM Numeracy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stage of their lives through experiential learning and authentic learning experiences.

VCE VM Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public, and vocational lives. Students develop mathematical skills with consideration of their local, national, and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

Personal Development Skills

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local,

national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement, and evaluate an active response to community need.

The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic, and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

Work Related Skills

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities, and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.

Students also learn about healthy, collaborative, and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an

extensive professional portfolio to use for further education and employment applications.

Vocational Education & Training (VET)

What is VCE Vocational Education and Training Delivered in Secondary Schools?

Vocational Education and Training (VCE-VET) Programs assist students in transitioning to further education, training, and employment. Vocational Education and Training delivered in Secondary Schools (VDSS) programs refer to TAFE-level courses that allow students to complete a nationally recognised vocational qualification whilst attending secondary school.

VCE-VET programs are designed so that students can develop general work-related competencies and the skills and knowledge they will require through:

- Enabling students to gain their VCE or VCE VM **and** a VET qualification.
- Gaining qualifications in a recognised TAFE Certificate course at a Certificate II or III level.
- Promoting awareness of the world of work through work placement.
- Developing skills in communication, teamwork, using technology, problem-solving, using mathematical ideas and concepts, planning, and organising activities, gathering, and analysing information and occupational health and safety
- Developing the skills and knowledge required to work in an industry.
- Giving students a competitive edge in seeking casual and full-time employment.
- Providing a qualification can lead to further study, including further TAFE studies and university.

What are VCE-VET Programs?

VCE-VET programs are VET qualifications approved by the VCAA following consultation with schools, industry, and training providers. They lead to nationally recognised qualifications and allow students to receive credit towards their VCE or VCE VM. Some VCE-VET programs offer scored assessments, but most provide structured workplace learning and recognition. This is clearly stated on each program page.

Things to Consider When Selecting a VCE-VET Certificate

VCE-VET programs involve a significant commitment by students and should not be considered an 'easy' option. A VCE-VET course completes a full workload alongside the other VCE or VCE VM studies. There is a major theoretical element to all VCE-VET and TAFE programs. It is not all hands-on practical work, even in certificates like Automotive Technology, Beauty, Building and Construction, or Hospitality. Students are often required to work through self-paced modules.

Students can study VCE-VET courses at FGSC or travel to a TAFE institute or another secondary college one day per week to attend classes. In some circumstances, students may miss classes at school. **Students are responsible for catching up on any missed work in their own time.** *If you have any VCE-VET questions, please see anyone in the Careers Team.*

Some VCE VET courses may require students to undertake work placement or practical hours to satisfy the requirements of the VCE-VET course.

Student Commitment

Many advantages exist for students who choose to do a VCE-VET program. Fountain Gate Secondary College ensures students gain entry to and succeed in their VCE-VET programs. Students need to be committed to their VCE-VET program. Students will be expected to:

- Meet application deadlines and prepare for and attend interviews on time.
- Attend classes on time and regularly.
- Notify the school, RTO or TAFE of an absence.
- Always act responsibly at school, RTO, TAFE, or the workplace.
- Abide by the rules of the RTO or TAFE.
- Always be prepared for classes and have the necessary equipment required.
- Organise and complete work placement when required.
- Promptly notify Fountain Gate Secondary College's whenever problems or queries arise.
- Work in a safe manner.

VCE-VET Certificates offered at Fountain Gate Secondary College

FGSC will offer the following VCE-VET Certificates to students in Years 10, 11 and 12

Certificate II in Building & Construction (Carpentry) **Duration:** 2 Year Program **Offered to:** Year 10*, Year 11 & Year 12 VCE & VCE VM	**Certificate III in Business** ***scored option available** **Duration:** 2 Year Program **Offered to:** Year 10*, Year 11 & Year 12 VCE & VCE VM
Certificate III in Community Services ***scored option available** **Duration:** 2 Year Program **Offered to:** Year 10*, Year 11 & Year 12 VCE & VCE VM	**Certificate II in Dance (partial completion Certificate III)** ***scored option available** **Duration:** 2 Year Program **Offered to:** Year 10*, Year 11 & Year 12 VCE & VCE VM
Certificate II in Electrotechnology – Career Start **Duration:** 2 Year Program **Offered to:** Year 10*, Year 11 & Year 12 VCE & VCE VM	**Certificate II in Engineering Studies** ***scored option available** **Duration:** 2 Year Program **Offered to:** Year 10*, Year 11 & Year 12 VCE & VCE VM
Certificate III in Health Services Assistance ***scored option available** **Duration:** 2 Year Program **Offered to:** Year 10*, Year 11 & Year 12 VCE & VCE VM	**Certificate III in Information Technology** ***scored option available** **Duration:** 2 Year Program **Offered to:** Year 10*, Year 11 & Year 12 VCE & VCE VM
Certificate III in Music ***scored option available** **Duration:** 2-Year Program **Offered to:** Year 10*, Year 11 & Year 12 VCE & VCE VM	**Certificate III in Sport, Aquatics & Recreation** ***scored option available** **Duration:** 2 Year Program **Offered to:** Year 10*, Year 11 & Year 12 VCE & VCE VM

*Eligibility requirements, such as learning behaviours, attendance, literacy/numeracy levels, and industry pathway, apply to Year 10 students who wish to enrol in any of the above courses.

**All VET Certificates are subject to demand

School-Based Apprenticeships & Traineeships (SBAT)

What is a School-Based Apprenticeship and Training?

School-based Apprenticeships or traineeships (SBAT) are another way vocational training can contribute to your VCE VM Certificate. A student completing an SBAT as part of their VCE VM program would have the following Program:

- VCE VM studies at school
- VET at a Registered Training Organisation (RTO), such as a TAFE institute
- Part-time paid work in the industry where you are training.

A school-based apprenticeship or traineeship qualification contributes to the satisfactory completion of the VCE VM in the same way that VCE VET programs do by giving credit for Units 1 to 4. School-based apprenticeships or traineeships may contribute to an ATAR.

To become an apprentice or trainee, you must be in paid work and sign a training contract, which must be registered with the Department of Education and Training (DET) and the Victorian Registration and Qualifications Authority (VRQA). A school-based apprenticeship or traineeship requires at least 13 hours per week of training and employment.

Currently, there are many industries, such as building and construction, early childhood education, and sport and recreation, where students can do a school-based or part-time apprenticeship or traineeship as part of their VCE VM. These are subject to change depending on work placement availability. Some examples may include:

Reece:

- Certificate II in Warehousing

National Food Institute: *(only available for students with additional needs)*

- Certificate II in Horticulture
- Certificate II in Food Processing
- Certificate III in Food Processing
- Certificate III in Catering Operations
- Certificate II in Warehousing Operations
- Certificate III in Warehousing Operations

HeadStart Apprenticeships & Traineeships:

There are over 150 courses available as SBAT (through HeadStart) ranging from Certificate II to Certificate IV connected to current and emerging job roles across a wide range of industries, including:

- Agriculture/Horticulture
- Arts
- Automotive
- Business
- Construction
- Emerging Technologies
- Engineering
- Fashion
- Health
- Hospitality
- Sport and Recreation
- Transport and Logistics
- Travel and Tourism

An SBAT targets students committed to vocational education who have a good idea of the career they want to pursue. Students undertaking an SBAT will only be allowed to be absent from school one day per week (the same as VCE VM/VET). It is the student's responsibility to keep up with any classwork missed.

For these reasons, an SBAT is not recommended for a VCE student.

HEADSTART

What is HeadStart?

HeadStart is a new model for apprenticeships and traineeships for students over 15 years old and enrolled at school. HeadStart students spend more time doing paid on-the-job training in priority industries whilst completing VCE-VM at school. A HeadStart Apprenticeship or Traineeship has three core components:

1. Flexible delivery of VCE VM and VCE to help maximise time on the job, with a strong focus on literacy and numeracy.
2. Quality training delivered in a way that is aligned with time on the job to support the achievement of competencies.
3. Maximised time in employment to support genuine progression through the apprenticeship or traineeship. Students programs are individually tailored to suit their school and employment requirements.

HeadStart staff based in schools work with the apprentice or trainee, employer, school, and TAFE institute or RTO to develop a tailored HeadStart pathway plan. This plan outlines how the apprentice or trainee will complete their VCE VM and their apprenticeship or traineeship.

What are the Benefits of HeadStart?

- Students can spend a significant amount of time in on-the-job training while still completing their senior secondary qualification.
- Employers can train and mentor young apprentices and trainees who are ready for work and will also have higher levels of literacy, numeracy, and employability skills.

- The increasing number of qualified apprentices and trainees in growing trades and industries.
- Students will undertake high-quality apprenticeships and traineeships with genuine employers and continuous and dedicated support for all parties to help students progress to completion.

Eligibility

HeadStart's success depends on the careful selection and matching of students, qualifications, training providers, and employers, as well as the collective goodwill and commitment of all parties to the best possible outcomes for students and emp. The HeadStart program is specifically for students who are highly focused on their industry careers and have good literacy and numeracy skills.

For more information about HeadStart, please speak to the Careers & Pathways team or visit: www.education.vic.gov.au/headstart

/HEADSTART
APPRENTICESHIPS AND TRAINEESHIPS

School Based Apprenticeship or Traineeship (SBAT's) combine senior secondary education with part-time employment and skilled training in a dedicated field.
Students enter the apprenticeship or traineeship under a formal training contract with an employer.
The training must lead to a nationally recognised qualification, as determined by the Victorian Registration and Qualification Authority.

To manage a SBAT effectively, students need to balance school, training and work, all while managing their wellbeing. That is where Head Start comes in. Head Start provides end to end support to help students achieve real benefits from their SBAT.

Supports include:
- Pathways planning
- Wellbeing support and advocacy
- Preparing for workplace success
- Learning support
- Matching with a suitable employer
- Transitional support from school to employment
- Work trials

Training for real jobs through Head Start

There are over 150 courses available as SBAT ranging from certificate II to Certificate IV connected to current and emerging jobs roles across a wide range of industries including:

- Agriculture / horticulture
- Arts
- Automotive
- Business
- Construction
- Emerging Technologies
- Engineering

- Fashion
- Health
- Hospitality
- Sport and Recreation
- Transport and Logistics
- Travel and Tourism
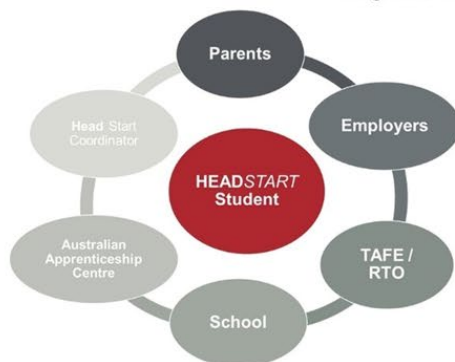
Southern Melbourne Hub

✉ headstart.sm@education.vic.gov.au

Victorian School of Languages

What is the Victorian School of Languages (VSL)?

The Victorian School of Languages (VSL) is a government school in Victoria. It provides access to language programs to students in Years 1 to 12 who do not have access to the study of different languages in their mainstream schools.

Face-to-Face Classes

The VSL offers face-to-face classes in over 40 VSL Centres throughout the metropolitan area and regional Victoria. Courses in many languages are available from Prep to VCE. In standards and content, courses are comparable to those offered in day school language classes and follow a standard course design. Our face-to-face classes are held outside of school hours in VSL Centres, located in government secondary colleges. These classes are held mainly on Saturday mornings. Some classes are run on weekday evenings.

What is the benefit of studying a language?

Many of our students are migrants or come from migrant families, with many students and their families speaking a language other than English. It can be challenging for a newly arrived migrant to study English when it is not their preferred language. Enrolling in a language study may benefit some of our students as learning a language can reduce the pressure of knowing all their subjects in English, continue to build their skills in their native language, and support students in completing units that contribute to their studies.

What languages are available to study?

- Croatian
- Filipino (Tagalog)
- Khmer
- Persian
- Punjabi
- Russian
- Serbian
- Sinhala
- Spanish
- Vietnamese

For more information about VSL studies and locations/centres, visit https://www.vsl.vic.edu.au/ or speak to the Careers Team at the College.

Selecting a course for 2025

The VSL offers extensive language studies, which the VCAA accredits for VCE. These languages include but are not limited to:

- Arabic
- Chinese (Mandarin)

2025 Subject Listings

You may like to select your subjects based on one of the programs mentioned earlier in this guide. If not, you can develop a course by selecting from the Senior Subjects & Programs listed below. This list is the anticipated set up of subjects in the Senior School at Fountain Gate Secondary College next year – **please be aware that this list may vary from the final 2025 subjects being offered, but it is likely not to vary much from the current structure as shown.**

Student choice will be the determining factor on how much the 2025 list changes from the current structure. This selection model allows you to develop a program for yourself, but please ensure that you consider all the requirements of VCE and that you keep a range of options open for post-VCE careers.

From the research each student has undertaken, there should by now be a list of preferred VCE/VET subjects. If this is not so, then please complete that research, and return to this page of the selection process.

VCE Subjects

The following pages of VCE subjects have detailed information, including study outlines for Units 1 & 2 and Units 3 & 4 to help you decide which subjects will appeal most to you.

VCE/VET Courses

Information regarding VCE/VET courses and locations are available from the Careers team on the course selection and subject information evening.

VCAA Recommended Pathways for English as Additional Language (EAL) students

The following outlines the college pathways to support and structure a program for EAL students who are currently in year 10.

The objective is to provide students with a program, based on their academic achievement, which will enable them to experience success and satisfactorily attain a Victorian Senior Secondary Certificate.

This is not a punitive measure, rather one that supports students to access the curriculum and successfully achieve a senior secondary certificate. Please note the Fountain Gate Secondary College will use a variety of data to determine the pathway/s that will be available to relevant students. This may include:

- Assessment Tasks
- Progressive Achievement Test- READING (PAT-R)
- Student engagement with their learning
- Interview to discuss student's growth, motivation, and aspiration.
- A VASS report consisting of NAPLAN results from Year 7 and Year 9 (where available) to indicate prediction of student's achievement in VCE
- Year 10 Pathway eligibility assessment will be conducted as required.

VCAA recommends C3 level or above to attempt a Senior School pathway. If the student is not at C3 level VCAA strongly cautions attempting the senior study course as the design is too difficult. This is because the curriculum assumes a level of proficiency. Additionally, as the Fountain Gate Secondary College minimum passing percentage is 50%, students will need to have attained C4 proficiency on the EAL Continuum, at an absolute minimum, to undertake the VCE EAL pathway. VCAA recommends an unscored VCE or a three-year VCE is offered to support the EAL students. Schools are reminded to check that students will remain eligible for VCE EAL in their third year of VCE if this pathway is chosen. If the third year of VCE would mean the student is no longer eligible for EAL, they are advised to complete an unscored VCE

VCE English

SCOPE OF STUDY:

VCE English focuses on how the English language is used to create meaning in print and digital texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and other culture and

comprise many text types, including media texts for analysis of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

UNIT OVERVIEW:

In **Unit 1**, students study two topics:

- **Reading and exploring texts**

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They draw on personal experience and understanding in developing writing about texts and work to shape their ideas and knowledge into formal essay structures.

- **Crafting texts**

In this area of study, students engage with and understand effective and cohesive writing. They apply, extend, and challenge their understanding and use of imaginative, persuasive, and informative texts. Through guided reading of mentor texts, students understand the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts.

In **Unit 2**, students study two topics:

- **Reading and exploring texts**

Students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to open possible meanings in a text further, and extending their writing in response to the text. Students will develop their skills from Unit 1 by exploring a different text type from that studied in Unit 1.

- **Exploring argument**

Students consider the way disputes are developed and delivered in many forms of media. Students read, view, and listen to various texts that attempt to position an intended audience in a particular context. They closely examine the language and the visuals employed by the author and offer analysis of the intended effect on the audience.

In **Unit 3**, students study two topics:

- **Reading and exploring texts**

Students apply reading and viewing strategies to critically engage with a text, considering its dynamics and

SCOPE OF STUDY:

VCE EAL focuses on how the English language is used to create meaning in print and digital texts of varying

complexities, and reflection on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognize how these elements influence the way a text is read or viewed, is understood by different audiences, and positions readers differently.

- **Creating texts**

Students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features and conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

In **Unit 4**, students study two topics:

- **Reading and exploring texts**

Students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the tideas and values a text can convey.

- **Analysing argument**

Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year and teachers are advised to work with their students to select an issue of relevance to the cohort. Students read, view, and/or listen to a variety of texts from the media.

VCE English as an Additional

complexity. Literary texts selected for study are drawn from the past and present, from Australia and other culture and comprise many text types, including media texts for analysis

of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, specifically those for whom English is an additional language.

ELIGIBILITY:

To be eligible to study English as an Additional Language a student must satisfy both of the following conditions:

- The student has been a resident in Australia for a period, not more than seven (7) calendar years immediately before 1st of January of the year in which EAL Unit 3 & 4 are undertaken.
- English has been the student's primary language of instruction for a total period of no more than seven (7) years before the commencement of the year in which EAL Units 3 & 4 are undertaken.

UNIT OVERVIEW:

In **Unit 1**, students complete the following areas of study:

- **Reading and exploring texts**

Students make personal connections with, and explore the vocabulary, text structures, language features, and ideas in a text.

Assessment task: A personal response to a set text

- **Crafting texts**

Students demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about selected vocabulary, text structures, language features and conventions used during writing processes.

Assessment task: Two student created texts such as: short stories, speeches, essays, podcasts, poetry/songs, feature articles, and memoirs. A set of annotations on the student-created texts, identifying the qualities of effective writing.

In **Unit 2** students complete the following areas of study:

a text construct meaning.

Assessment tasks: mind map or analytical text response

- **Exploring argument**

Students consider how arguments are developed and delivered in many forms of media. Students read, view, and listen to a range of texts that attempt to position an intended audience in a particular context. They closely examine the language and visuals employed by the author and offer analysis of the intended effect on the audience.

Assessment task: written analytical essays and oral tasks which include discussions, debates and dialogues as well as individual oral presentations.

In **Unit 3**, students complete the following areas of study:

- **Reading and exploring texts**

Students listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structure and language features and how they make meaning.

- **Crafting texts**

Students demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to comment on their decisions made through writing processes.

In **Unit 4** students complete the following areas of study:

- **Reading and exploring texts**

Students discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structure and language features and how they make meaning.

- **Analysing argument**

Students analyse the use of argument and language In persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

VCE English Literature

- **Reading and exploring texts**

Students identify and develop analysis of how the vocabulary, text structures, language features, and ideas in

SCOPE OF STUDY:

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts

are produced and read, and the experiences the reader brings to the texts. In VCE Literature, students undertake close reading of texts and analyse how language and literary

elements and techniques function within a text. Emphasis is placed on recognising a text's complexity and meaning and considering how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts. VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values that both writer and reader bring to the texts, and it encourages students to contemplate how we read and what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and each other.

PREREQUISITES:
Unit 1/2: Completion of Year 10 English at a Standard Level, enrolment in Unit 1 & 2 English
Unit 3/4: Completion of Unit 1 & 2 Literature, enrolment in Unit 3 & 4 English

UNIT OVERVIEW:
In **Unit 1,** students complete two Outcomes:
- **Reading Practices**
Students consider how language, structure and stylistic choices are used in different literary forms and text types.
- **Ideas and Concerns in Texts**
Students investigate the thoughts and concerns raised in texts and the ways social and cultural contexts are represented.

In **Unit 2**, students complete two Outcomes:
- **The text, the reader, and their contexts**
Students analyse and respond critically and creatively to how a text from a past era and a different culture reflects or comments on the ideas and concerns of individuals and groups in that context.
- **Exploring connections between texts:**
Students compare texts considering the logical nature of texts and how they influence each other.

In **Unit 3**, students complete two Outcomes:
- **Adaptations and transformations**
Students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.
- **Developing interpretations**
Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

In **Unit 4,** students complete two Outcomes:
- **Creative responses to texts**
Students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text to create their own. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.
- **Close analysis of texts**
Students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

Foundation Mathematics Units 1 and 2 focus on providing

VCE Foundation Mathematics

SCOPE OF STUDY:

students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real

contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

Units 1 and 2

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, statistical and financial functionality of technology for teaching and learning mathematics, for working

mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Units 3 and 4

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

Assumed knowledge and skills for Foundation Mathematics Units 3 and 4 are contained in Foundation Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

VCE General Mathematics

SCOPE OF STUDY:

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness,

chance, variability, and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and interrelationships between these. Essential mathematical activities include conjecturing, hypothesising and problem-posing; estimating, calculating, computing and constructing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem-solving.

Units 1 and 2

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Units 3 and 4

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

> **For more information about your recommended level for VCE Math speak to Mr. Savio, Ms Singh or your Maths teacher.**

VCE Mathematical Methods

SCOPE OF STUDY:

Units 1 and 2

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations, and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra, number and structure' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 2, students are expected to have covered the content outlined in each area of study.

Units 3 and 4

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the

areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.

For Unit 3 a selection of content would typically include the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, a corresponding selection of content would typically consist of remaining content from 'Functions, relations and graphs', 'Algebra, number and structure' and 'Calculus' areas of study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data analysis, probability and statistics' area of study. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content, including to probability distributions of continuous random variables.

The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study. There should be a clear progression of skills and knowledge from Unit 3 to Unit 4 in an area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

VCE Specialist Mathematics

SCOPE OF STUDY:
Units 1 and 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

At the end of Unit 1 students are expected to have covered the material in the areas of study: 'Algebra, number and structure' and 'Discrete mathematics'. Concepts from these areas of study will be further developed and used in Unit 2 and also in Units 3 and 4.

Units 3 and 4

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. The development of course content should highlight mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 and 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

For Unit 3 a selection of content would typically include content from the 'Discrete mathematics', 'Functions, relations and graphs', 'Algebra, number and structure', 'Space and measurement' and 'Calculus' areas of study. In Unit 4 the corresponding selection of content would typically consist of the remaining content from the 'Discrete mathematics', 'Calculus', and 'Space and measurement' areas of study and the content from the 'Data analysis, probability and statistics' area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

RECOMMENDATIONS:
Unit 1: Above Standard in Advanced Maths

VCE Biology

SCOPE OF STUDY:
Biology explores the diversity of life as it has evolved and changed over time and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism and examines how life forms maintain and

ensure their continuity. Students study contemporary research, models, and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. Students develop insights into how knowledge in biology changes in response to new evidence, discoveries and thinking.

Unit 1: How do organisms regulate their functions?

Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation, and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Unit 2: How does inheritance impact on diversity?

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts, and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including cloning technologies. They study structural, physiological, and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators' structure and maintain the distribution, density, and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Unit 3: How do cells maintain life?

Students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of

nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation, and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Unit 4: How does life change and respond to challenges?

Students consider the continual change and challenges to which life on Earth is subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology, and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined, or replaced when challenged by new evidence.

VCE Physics

SCOPE OF STUDY:

Physics involves investigating, understanding, and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify, and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations, and then introducing modern explanations of the world, provides a novel lens through which students experience the world around them.

Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Students are given agency through a choice of options and in designing and undertaking their own investigations.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in physics has changed, and continues to change, in response to new evidence, discoveries and thinking. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary physics challenges. Through the study of VCE Physics students continue to develop skills to describe, explain, analyse, and mathematically model diverse physical phenomena.

Unit 1: How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes, and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Unit 2: How does physics help us to understand the world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.
In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

Unit 3: How do fields explain motion and electricity?

Students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

Students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

VCE Psychology

SCOPE OF STUDY:

Psychology is a multifaceted discipline that seeks to describe, explain, understand, and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities, and societies think, feel and act. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support, and socioeconomic status are explored.

Unit 1: How are behaviour and mental processes shaped?

Students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions, and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

Unit 2: How do internal and external factors influence behaviour and mental processes?

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how this may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception can be distorted.

Unit 3: How does experience affect behaviour and mental processes?

Students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological, and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Unit 4: How is mental wellbeing supported and maintained?

Students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle have on psychological functioning. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

VCE Chemistry

SCOPE OF STUDY:

Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and waste treatment.

Unit 1: How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds, and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products for society using renewable raw materials and a transition from a linear economy towards a circular economy. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

Unit 2: How do chemical reactions shape the natural world?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Unit 3: How can design and innovation help to optimise chemical processes?

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts, and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Unit 4: How are carbon-based compounds designed for purpose?

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers, and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction, and distillations.

VCE Business Management

SCOPE OF STUDY:

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the first idea for a business concept to planning and establishing a business through day-to-day business management. It also considers changes that need to be made to ensure continued success. Students develop an understanding of the complexity of the challenges facing decision-makers in managing these resources. A range of management theories is compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to current challenges in establishing and maintaining a business.

RECOMMENDATIONS:

Unit 1 & 2: At standard for Year 10 Choice Humanities, completion of Year 10 English.

UNIT OVERVIEW:

Unit 1: Planning a business

Businesses of all sizes significantly contribute to a nation's economic and social wellbeing. Therefore, how businesses are formed, and the conditions under which new business ideas can emerge is vital for a nation's wellbeing. Taking a business idea and planning to make it a reality are the cornerstones of economic and social development. In this unit, students explore the factors affecting business ideas, the internal and external environments within which businesses operate, and the effect on planning a business.

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements and deciding how best to develop a financial record-keeping system, staff the company, and establish a customer base.

Unit 3: Managing a business

Students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through contemporary Australian and global business case studies from the past four years.

Unit 4: Transforming a business

Students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

TOPIC/THEMES YOU WILL STUDY	ASSESSMENT TASK
The Business Idea	Case Studies, Simulation Exercise
Internal/External Business Environment & Planning	Research Report
Legal Requirements & Financial Considerations	Short & Long Answer Structured Questions
Marketing A Business	Interviews With Businesses, Survey & Analysis
Staffing A Business	Essays

VCE Economics

SCOPE OF STUDY:
Economics is the study of how resources are allocated to meet the needs and want of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision-making. Studying Economics as a social science enables students to gain valuable insight into the economic problems they may face on an individual basis and collectively as a society to meet the needs and wants of citizens. It may therefore assist them in making more informed and responsible decisions.

RECOMMENDATIONS:
Unit 1: At standard in Y10 English, Maths and Humanities
Unit 2: Successful completion of Unit 1 Economics

UNIT OVERVIEW:
Unit 1: Economic decision-making
Economics is a constantly evolving field. As a social science, economics is interested in how humans behave, and the decisions made to meet the needs and wants of society. In this unit, students explore their role in the economy, how they interact with businesses, and how economic models and theories have been developed to explain the causes and effects of human action.

Unit 2: Economic issues and living standards
Students look at economic decisions that optimise the use of resources to produce goods and services to satisfy human needs and want. They will consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate. Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.

Unit 3: Australia's living standards
In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets. Students develop an understanding of the macroeconomy. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy. Students investigate the importance of international economic relationships and the effect of these on Australian living standards.

Unit 4: Managing the economy
This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards. Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the Australian Government utilises selected aggregate supply policies to pursue the achievement of the domestic macroeconomic goals and living standards over the long term.

TOPIC/THEMES YOU WILL STUDY	ASSESSMENT TASK
Thinking Like An Economist	Analysis of Different Evidence
Decision Making in Markets	Problem Solving Tasks
Behavioural Economics	Tests
Economic Activity	Reports
Applied Economic Analysis of Local, National and International Economic Issues	Structured Questions with Case Studies

VCE Legal Studies

SCOPE OF STUDY:
VCE Legal Studies examines the institutions and principles essential to the Australian legal system. Students develop an understanding of the rule of law, lawmakers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are adequate and whether the Victorian justice system achieves the principles of justice.

RECOMMENDATIONS:
At standard in English and Year 10 Humanities

UNIT OVERVIEW:
Unit 1: The Presumption of Innocence
Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When criminal law is broken, a crime is committed, which is punishable and can result in criminal charges and sanctions. Students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key criminal law concepts and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime.

Unit 2: Wrongs and rights
Civil aims to protect the rights of individuals and when rights are infringed and disputes that would need resolution arise. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge by investigating civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights.

Unit 3: Rights and justice
In this unit, students examine the methods and institutions in the criminal and civil justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court, and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases. Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.

Unit 4: The people, the law and reform
In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform.

VCE Accounting

SCOPE OF STUDY:

VCE Accounting focuses on a sole proprietor small business's financial recording, reporting and decision-making processes. Students study both theoretical and practical aspects of accounting. Economic data will be collected and recorded, and accounting information will be reported using manual and information and communications technology (ICT) methods. Students apply critical thinking skills to various business situations to model alternative outcomes and provide accounting advice to business owners.

RECOMMENDATIONS:

Unit 1: At standard in Year 10 Mathematics and Year 10 Accounting

UNIT OVERVIEW:

Unit 1: Role of Accounting in Business

Students explore the establishment of a business and the role of accounting in determining business success or failure. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. Students will record financial data and prepare reports for service businesses owned by sole proprietors.

Unit 2: Accounting and decision-making for a trading business

Students develop their understanding of the accounting process for sole proprietors operating a trading business, focusing on inventory, accounts receivable, accounts payable and non-current assets. Students prepare historical and budgeted accounting reports.

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business.

Unit 4: Recording, reporting, budgeting and decision-making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business.

TOPIC/THEMES YOU WILL STUDY	ASSESSMENT TASKS
The Role of Accounting	Exercises
Recording Financial Data and Reporting Accounting Information for a Service Business	Tests
Accounting for Inventory	Reports
Managing Accounts Receivable and Accounts Payable	Case Studies
Managing Non-Current Assests	Written Examinations

VCE Modern History

SCOPE OF STUDY:

History is the practice of understanding and making meaning of the past. It is also the study of establishing and representing that meaning. It is a synthesising discipline that draws upon most knowledge and human experience elements. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures. This study builds a conceptual and historical framework within which students can understand the issues of their own time and place. It seeks to extend students' cultural, economic, social and political understanding while developing analytical skills and using imagination.

UNIT OVERVIEW:

Unit 1: Change and conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Unit 2: The changing world order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

Unit 3 and 4: Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions.

Any two of these revolutions will be covered in Unit 3 / 4:

- o The American Revolution
- o The French Revolution
- o The Russian Revolution
- o The Chinese Revolution.

The study looks at the **causes of the revolution** including: significant events, ideologies, individuals and movements, and the political, social, economic, cultural, and environmental conditions of the time. Following this, students explore the **consequences of the revolution** where they evaluate the extent of continuity and change in the post-revolution society.

TOPIC/THEMES YOU WILL STUDY
The Roaring Twenties
The Great Depressions
Main characteristics of the new political ideas
The role of class, race, ethnicity, political affiliation, nationality and gender in social experience
World War II
Korean War
Vietnam War
The Cold War
The work of a cultural or artistic movement
Group/s which challenged the existing structure of social, political and/or economic order
How groups expressed their view culturally and politically

VCE Ancient History

SCOPE OF STUDY:
History is the practice of understanding and making meaning of the past. It is also the study of establishing and representing that meaning. It is a synthesising discipline that draws upon most knowledge and human experience elements. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

UNIT OVERVIEW:

Unit 1: Ancient Mesopotamia
Explores how the first cities in Mesopotamia came to exist around 3500 BC. The changes that took place between the rivers Tigris and Euphrates exemplify this concept. The introduction of agriculture, farming, cities, urban centres. The reign of Sargon of Akkad who may have established the first empire. Social stratifications and implantations of social hierarchy. Exploring the first Babylon Dynasty (1900 BC) until the end of the Neo-Assyrian period (612 BC)

Unit 2: Ancient Egypt
Egypt gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the life-blood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river. This unit highlights the importance of primary sources (the material record and written sources) to historical inquiry about Old and Middle Kingdom Egypt.

Unit 3 and Unit 4: Ancient History
In Units 3 and 4 Ancient History students investigate the features of two ancient societies, and a significant crisis and the role of individuals in these ancient societies. Students explore the structures of two of these societies and a period of crisis in its history, one for Unit 3 and one for Unit 4.

- **Egypt**
- **Greece**
- **Rome**

All of which were major civilisations of the Mediterranean and bestowed a powerful legacy on the contemporary world.

The study looks at **living in an ancient society** where students explore the significance of political institutions and the distribution and expression of power between groups, and tensions resulting from such differences. They investigate the significance of the economic features of life, including agriculture, industry and trade.

Following this, students focus on **people in power, societies in crisis,** where they focus on four significant individuals and their role in shaping events. They explore how these individuals influenced events, including making decisions that shaped societies developing an understanding of how their beliefs, values and attitudes informed their actions.

TOPIC/THEMES YOU WILL STUDY
The physical environment of Egypt, with special reference to the Nile, and its relationship to the growth of urban settlements (agriculture, transport and patterns of settlement).
Regions of Predynastic Egypt, the expansion of Upper Egypt and the unification of Egypt
Narmer Palette as a source of evidence for understanding the unification of Egypt.
Organisation of power in the Old Kingdom Egypt, with particular emphasis on the absolute and theocratic nature of Egyptian kingship, and the concentration of wealth in the hands of a few.
Construction of pyramids at Djoser, Meidum, Dashur and Giza, and their relationship to the authority of the king, funerary practices and Egyptian beliefs concerning the afterlife.
Causes and consequences of the demise of centralised power in the Old Kingdom.

VCE Philosophy

SCOPE OF STUDY:

Philosophy focuses on learning how to argue logically and evaluate the arguments of others. These logic and evaluation skills are applied to 'big questions, which can only be answered through logic. The questions examined in VCE Philosophy include: Are right and wrong simply matters of culture? If I am constantly changing, how can I be the same person I was yesterday? What is the nature of reality? Is it possible to attain absolute certainty about anything?

Doing Philosophy is about developing the ability to clarify concepts, analyse problems and construct reasonable, coherent arguments. Philosophy is intellectually challenging. Philosophy provides students with the opportunity to read and understand some of the powerful ideas that have shaped our culture. The study also focuses on philosophers and philosophical ideas at different historical stages.

Most people who study Philosophy won't go on to work as philosophers, just like most people who study Maths won't go on to work as mathematicians. However, Philosophy demands independent thinking and develops independent reasoning skills, which are highly transferable. The critical knowledge and skills fostered by Philosophy also provide excellent preparation for any future career, whether in science or law, business or the arts. Experts in any field will inevitably confront philosophical questions.

UNIT OVERVIEW:

Unit 1 - Existence, Knowledge & Reasoning

What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics.

Unit 2 - Questions of Value

What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit invites students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates

Unit 3 - Minds, bodies and persons

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in philosophical sources to their own views on these questions and to contemporary debates.

Unit 4 – The good life

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well lived? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore philosophical texts that have had a significant impact on western ideas about the good life.

TOPIC/THEMES YOU WILL STUDY
Logic and reasoning
Metaphysics
The mind/body problem
Free will and determinism
Epistemology
Science as a source of knowledge
Ethics and moral philosophy
Rights and justice
Liberty and anarchy

VCE Applied Computing

SCOPE OF STUDY:

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

*Students who study Applied Computing in Units 1 & 2 can learn either Software Development **OR** Data Analytics in Units 3 & 4.*

UNIT OVERVIEW:

Unit 1 – Data analysis & programming

Students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

Unit 2 – Innovative solutions & network security.

Students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment

Unit 3 & 4 – Data analytics

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. In this study students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

Unit 3 & 4 – Software Development

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

Units 1 to 4: Problem-solving methodology

Throughout units 1-4 of this study, students engage with the problem-solving methodology, which comprises the four stages of: analysis, design, development and evaluation. For each of these stages there is a typical set of activities, as shown below.
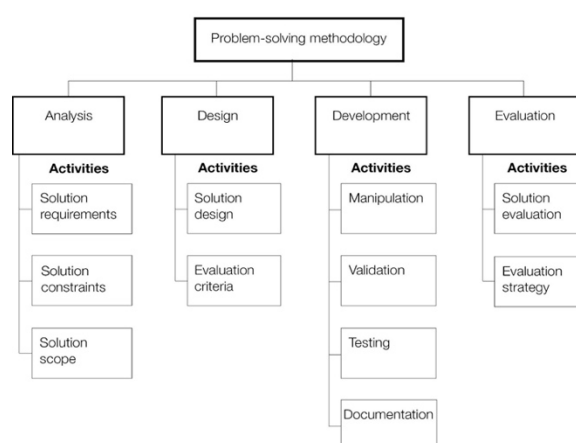
VCE Product Design Technology

SCOPE OF STUDY:

Product design is a solution-focused approach that engages with the diverse needs and opportunities of individuals, society and the environment in which we live. Product designers aim to improve welfare, which includes quality of life, by designing innovative and ethical solutions. Central to VCE Product Design and Technologies is a design process that encourages divergent and convergent thinking while engaging with a problem. The design brief identifies a real need or opportunity and provides scope for designing, making and evaluating

In VCE Product Design and Technologies students are designer-makers who design solutions that are innovative and ethical. As designer-makers, they learn about the design industry, teamwork and the collaborative nature of teams, entrepreneurial activities, innovative technologies and enterprise. The development of designed solutions requires speculative, critical and creative thinking, problem-solving, numeracy, literacy, and technacy. Students participate in problem-based design approaches that trial, test, evaluate, critique and iterate product solutions. Students prototype and test using a variety of materials, tools and processes.

UNIT OVERVIEW:

Unit 1: Design Practices - This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.

Unit 2: Positive impacts for end users - Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They

formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity. Students also explore cultural influences on design. Students also have opportunities to make connections to personal or other cultural heritages.

Unit 3: Ethical product design and development- In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s). Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept.

Unit 4: Production and evaluation of ethical designs- In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

VCE Systems Engineering

SCOPE OF STUDY:

VCE Systems Engineering involves the design, production, operation, evaluation and iteration of integrated systems, which mediate and control many aspects of human experience. Integral to VCE Systems Engineering identifies and quantifies systems goals, the generation of system designs, trial and error, justified design trade-offs, selection and implementation of the most appropriate design. Students test and verify that the system is well-built and integrated. They evaluate how well the completed system meets the intended goals and reflect on the systems engineering process to create a satisfactory design outcome.

This study can be applied to a diverse range of engineering fields such as manufacturing, transportation, automation, control technologies, mechanisms, and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management. VCE Systems Engineering considers the interactions of these systems with people, society, and ecosystems. The rate and scale of human impact on global ecologies and environments demand that systems design and engineering take a holistic approach by considering the overall sustainability of any system throughout its life cycle.

UNIT OVERVIEW:

Unit 1: Mechanical Systems

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on creating a system. The creation process draws heavily upon design and innovation processes.

Unit 2: Electrotechnological systems

In this unit, students study fundamental electrotechnological engineering principles. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices. Students explore some of these emerging technologies. Through applying the systems engineering process, students create operational electrotechnological systems.

Unit 3: Integrated and controlled systems

Students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources. Students develop their understanding of technological systems developed to capture and store renewable energy and improve the credentials of non-renewables.

Unit 4: Systems control

Students complete the creation of the mechanical and electrotechnological integrated and controlled system they commenced production of in Unit 3. Students develop their understanding of the open-source model in the development of integrated and controlled systems and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system.

Systems engineering process:
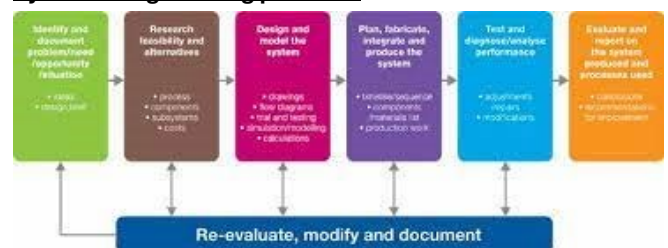
VCE Food Studies

SCOPE OF STUDY:

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

UNIT OVERVIEW:

Unit 1: Food Origins

Students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

Unit 2: Food makers

Students focus on commercial food production in Australia, encompassing components of the food systems that include primary food production, processing and packaging, distribution and access through the retail and food service sectors, media and marketing, consumption and waste management. Students explore the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia's economy. They investigate the characteristics of the various food industries and analyse current and future challenges and opportunities, including the importance of food citizenship.

Students reflect on the sustainability of Australia's food industry, including the impact on food security and food sovereignty. They consider the influences on food industries and, in turn, how the food industries influence people. Students investigate new food product development and innovations, and the processes in place to ensure a safe food supply.

Unit 3: Food in daily life

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Unit 4: Food issues, challenges and futures

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population. Students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage.

VCE Media

SCOPE OF STUDY:

Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge.

UNIT OVERVIEW:

Unit 1

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Unit 2

Students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and

reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Unit 3

In this unit, students explore stories that circulate in society through a close analysis of a media narrative. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form and reflect on and document their progress. Students undertake pre-production appropriate to their selected media form and develop written and visual planning documents to support the production of a media product in Unit 4.

Unit 4

In this unit students focus on the production and post-production stages, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. In this unit, students view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media

VCE Visual Communication Design

SCOPE OF STUDY:

Visual Communication Design focuses on using visual language to communicate ideas, solve problems, and influence behaviours. Students learn to manipulate type and imagery for specific contexts and audiences, using both manual and digital methods. They explore how aesthetics contribute to effective communication and understand the foundational role of visual language in design. Students work both collaboratively and independently to solve design problems, improving services, systems, spaces, and places. They follow a design process involving convergent and divergent thinking to develop solutions, using drawings, models, and prototypes for representation and testing. Critiques help them expand their design skills and terminology. The study includes considerations of good design, aesthetic impact, and economic, technological, environmental, cultural, and social influences. Students apply human-centred design principles and focus on ethical, legal, sustainable, and culturally appropriate practices. They also acknowledge Aboriginal and Torres Strait Islander design knowledge, ensuring their work respects diverse histories and traditions.

UNIT OVERVIEW:

Unit 1: Introduction to visual communication design
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills and drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe, and they use visualisation drawing methods to explore their ideas and concepts. Students understand the importance of presentation drawings to communicate their final visual communications.

Unit 2: Applications of visual communication design
In this unit, students use presentation drawing methods that incorporate technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and types can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process to organise

their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Unit 3:
In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Unit 4:
In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups, or low-fidelity prototypes.

TOPIC/THEMES YOU WILL STUDY
Drawing as a mean of communication
Design elements and principles
Visual design in context
Technical drawing in context
Type and Imagery
Applying the design process

VCE Art: Making & Exhibiting

SCOPE OF STUDY

Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop, and refine their use of materials, techniques, and processes, enhancing their understanding of art creation. They learn to use art elements and principles to create aesthetic qualities and communicate ideas through visual language, progressing their skills by making, presenting, and analysing artworks. Visiting exhibitions is essential for understanding display and curation, influencing students practices and broadening their ideas. The course emphasises how we respond to artworks in various spaces and the importance of exhibition design, conservation, and promotion. **This subject is offered as both a general study and as a photography specialism.**

Unit 1: Explore, expand and investigate

In Unit 1, students explore the characteristics, properties, and applications of different materials, techniques, and processes across a range of art forms. Students investigate the historical development of these art forms and learn safe handling practices. This unit encourages exploration and experimentation, which is documented in a Visual Arts Journal.

Unit 2: Understand, develop and resolve

In Unit 2, students research how artists use aesthetic qualities to represent ideas in artworks and investigate how artworks are displayed to communicate meaning. They respond to a set theme, develop their ideas using various materials and techniques, and document their process in a Visual Arts Journal. Students explore the use of art elements and principles to create aesthetic qualities and convey emotions, gaining an understanding of visual language. They also learn how exhibitions are planned, designed, and organised, and investigate the roles involved in selecting and displaying artworks in various spaces, such as galleries and museums.

Unit 3: Collect, Extend and Connect

In Unit 3, students actively engage in art making using various materials, techniques, and processes. They explore different contexts, subject matter, and ideas to develop imaginative artworks while investigating how artists use visual language to convey meaning. Students document their artistic process, research, and inspirations in a Visual Arts Journal. They present and critique their work with peers to receive feedback and refine their artworks. Additionally, students visit at least two different exhibitions to understand exhibition practices and research the role of curators in planning exhibitions.

Unit 4: Consolidate, Present and Conserve

In Unit 4, students build on their previous artworks from Unit 3, refining and resolving their ideas and techniques in specific art forms. They document their progress in a Visual Arts Journal, reflecting on their developing skills, the materials and processes used, and the aesthetic qualities of their finished artworks. The journal includes evaluations, visual documentation, and research on artists, exhibition practices, and conservation. Students present their artworks, making decisions on display and receiving feedback. They continue engaging with various exhibition spaces, documenting their experiences and insights in their Visual Arts Journal.

VCE Drama

SCOPE OF STUDY:

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages using contemporary drama-making practices. Students engage with creative processes, explore and respond to stimulus material, and apply play-making techniques to develop and present devised work. Students learn about, and draw on, a range of performance styles and conventions through the investigation of work by a diverse range of drama practices and practitioners, including Australian drama practitioners.

Students explore characteristics of selected performance styles and apply and manipulate conventions, dramatic elements, and production areas, including sustainable ways to source and apply production areas. They use performance skills and expressive skills to explore and develop character(s). Students will create performances that include transformation of character, time and place, and application of symbol. The created works can occur in any space and be performed for any selected audience. The work created may pass comment on or respond to aspects of real-world issues including political, social and cultural. Students reflect on, analyse and evaluate the development and performance of their own work, and the work and performances of other drama practitioners.

Unit 1: Introducing performance styles and contemporary drama practices

In this unit students study three or more performance styles from a range of social, historical, contemporary and cultural contexts. They examine the traditions of storytelling and devise performances telling stories that go beyond representations of reality. They incorporate and/or juxtapose a number of performance styles to make dramatic statements and create performances that are innovative, transformational and contemporary. They learn about contemporary drama practices that incorporate a range of conventions and devices for making dramatic works. Students use creative processes and play-making techniques to consider the specific purpose and intention of performance styles, and how conventions of those styles can be used in the work they devise and create for an audience.

Unit 2: Contemporary drama practices and Australian identity

In this unit, students study aspects of Australian identity by engaging with contemporary drama practices as artists and as audiences. Contemporary drama practices are outlined in the terminology section of this study. Students explore the work of selected contemporary drama practitioners, including Australian practitioners, and their associated performance styles. They focus on the application and documentation of play-making techniques involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance they devise based on any of the following: a person, an event, an issue, a place, an artwork, a piece of music, a text or an icon from a contemporary or historical Australian context.

Unit 3: Devised ensemble performance

In this unit, students explore the work of a range of drama practitioners and draw on contemporary drama practices as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or historical contexts. They work collaboratively to devise, develop and present an ensemble performance.

Unit 4: Devised solo performance

This unit focuses on the development and presentation of devised solo work and performances. It builds on knowledge and skills attained in relation to drama practices that draw on a range of performance styles and associated conventions from a diverse range of contemporary and historical contexts. These contexts focus on non-realistic styles and structures, including non-linear narratives. Students develop skills in exploring and extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo demonstration.

VCE Health & Human Development

SCOPE OF STUDY:

VCE Health and Human Development explores health and wellbeing from a broad, multidimensional perspective, incorporating the World Health Organisation's definition and other interpretations. It considers wellbeing as a key component of health, characterised by a balance of happiness, health, capability, and engagement. This subject examines how biological, sociocultural, and environmental factors dynamically influence health and development, with a focus on modifiable factors and social determinants. Students analyse health disparities within Australian and global contexts, study the Australian healthcare system, and evaluate efforts by global and non-governmental organisations to address health inequalities. This study develops students' health literacy, enabling them to critically engage with health information and media, and to apply strategies to promote health in personal and community contexts.

UNIT OVERVIEW:

Unit 1: Understanding Health and Wellbeing.

This unit examines health and wellbeing as dynamic and multifaceted concepts, exploring varied and evolving perspectives and definitions, including the World Health Organisation's definition and other interpretations. Wellbeing, considered an intrinsic part of health, is defined as a balance where individuals feel happy, healthy, capable, and engaged. Students investigate personal perspectives on health, factors influencing health beliefs and practices, especially among Aboriginal and Torres Strait Islanders, and the multiple dimensions and influences on health and wellbeing. Focusing on youth, students assess their own health, develop health literacy by interpreting data, studying the role of food, and conducting in-depth inquiries into specific youth health issues.

Unit 2: Managing health and development.

This unit explores transitions in health, wellbeing, and development from both lifespan and societal perspectives, focusing on the progression from youth to adulthood. Students examine changes and expectations during this transition, including increasing independence, long-term relationships, potential parenthood, and health management. They also study the Australian healthcare system, enhancing their ability to access and analyse health information. Additionally, students investigate the impact of digital media and health technologies, as well as issues related to health data usage and access to quality healthcare.

Unit 3: Australia's health in a globalised world.

This unit explores health, wellbeing, and illness as multidimensional and dynamic concepts, subject to various interpretations and contexts. Students approach health and wellbeing as global concepts, recognising their importance as both individual and collective resources, and considering health as a universal right. They examine the fundamental conditions for health improvement outlined by the WHO and analyse variations in the health status of Australians. The unit also focuses on health promotion and population health improvements over time, studying various public health approaches and evaluating successful programs. Although the emphasis is on the Australian health system, students view changes in public health within a global context.

Unit 4: Health and human development in a global context

This unit explores health, wellbeing, and human development on a global scale. Students analyse data to investigate health status and disease burden across different countries, examining factors contributing to health inequalities, such as physical, social, and economic conditions. They study changes in disease burden over time and key concepts like sustainability and human development, considering the health impacts of globalisation, climate change, digital technologies, world trade, and mass migration. The unit also focuses on global efforts to improve health and development, particularly through the UN's Sustainable Development Goals and the WHO's initiatives. Students explore the roles of non-governmental organisations and Australia's overseas aid program, evaluating the effectiveness of global health initiatives and reflecting on their capacity to contribute to such efforts.

VCE Physical Education

SCOPE OF STUDY:

VCE Physical Education examines the interrelationships between anatomical, biomechanical, physiological, and skill acquisition principles to understand and refine movement. It also explores the behavioural, psychological, environmental, and sociocultural influences on physical activity performance and participation. The course integrates theoretical knowledge with practical activities, allowing students to apply core concepts and critically reflect on factors affecting performance and participation in sports, exercise, and physical activity through various learning experiences, including physical, written, oral, and digital mediums.

UNIT OVERVIEW:

Unit 1: The human body in motion

In this unit, students examine how the musculoskeletal and cardiorespiratory systems collaborate to produce movement. Through practical activities, they explore the interactions between these body systems and physical activities, sports, and exercise, focusing on how these systems adapt to physical demands. Students investigate the main structures and functions of each system, their responses to physical activity, and how they can enable or hinder movement and participation. They evaluate social, cultural, and environmental influences on movement and consider the implications of legal and illegal performance-enhancing practices. Additionally, students recommend and implement strategies to minimize the risk of illness or injury to these systems.

Unit 2: Physical activity, sport and society

This unit enhances students' understanding of physical activity, sport, and society from a participatory perspective. Students learn about different types of physical activity and their impacts on health and wellbeing across various population groups. Through practical activities, they explore and experience different forms of physical activity, gaining insight into the required levels for health benefits and how participation varies across the lifespan. They investigate factors that influence participation, collecting data on perceived enablers and barriers, and explore ways to extend opportunities for physical activity in different contexts. Students examine the consequences of physical inactivity and sedentary behaviour, creating and participating in activity plans that align with guidelines for

specific populations. They use various methods to assess and analyse physical activity and sedentary behaviour, applying models like the social-ecological model and the Youth Physical Activity Promotion Model to critique effective strategies for promoting regular physical activity.

Unit 3: Movement skills and energy for physical activity

This unit introduces students to biomechanical and skill acquisition principles for analysing human movement and energy production from a physiological perspective. Students use various tools and techniques to analyse and refine movement skills, applying these principles to improve performance in physical activity, sport, and exercise. Through practical activities, they demonstrate how correct application enhances performance. The unit also explores the three energy systems' contributions and interactions during physical activity, examining each system's characteristics, causes of fatigue, and strategies to delay fatigue and promote recovery.

Unit 4: Training to improve performance.

In this unit, students analyse movement skills through physiological, psychological, and sociocultural lenses, applying training principles and methods to enhance performance in physical activities at various levels, from individual to elite. Performance improvements, especially in fitness, hinge on individuals or coaches' ability to acquire, apply, and assess training knowledge effectively. Students analyse various aspects such as skill frequencies, movement patterns, heart rates, and work-to-rest ratios to determine activity requirements. They also consider physiological, psychological, and sociological factors when designing and evaluating training programs. Through participating in diverse training sessions aimed at improving or maintaining fitness, students assess the effectiveness of different training methods. They critically evaluate the implementation of training principles and methods to tailor them to individual needs, and they examine theoretical perspectives on chronic adaptations resulting from training.

VCE VM Personal Development Skills

SCOPE OF STUDY:

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community. Students explore concepts of effective leadership, self-management, project planning and teamwork to support them to engage in their work, community, and personal environments. In PDS, students will engage in large community-based projects where they will demonstrate their teamwork, organisation and leadership skills.

UNIT OVERVIEW

Unit 1: Healthy Individuals

Unit 1 PDS focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Unit 2: Connecting with Community

Unit 2 PDS focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

Unit 3: Leadership and Teamwork

Unit 3 PDS considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

Unit 4: Community Project

Unit 4 PDS focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic, and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved and will engage in a process of planning, implementing, and evaluating a response to a selected community issue. They will conduct research, analyse findings, and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

VCE VM Work Related Skills

SCOPE OF STUDY:

VCE Vocational Major Work-Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio. Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

Unit 1: Careers and learning for the future

Unit 1 WRS recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities, and education and/or employment goals. They will develop and apply strategies to communicate their findings.

Unit 2: Workplace skills and capabilities

In Unit 2 WRS students will consider the changing nature of work and the impact this has on future career pathways. Students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

Unit 3: Industrial relations, workplace environment and practice.

Unit 3 WRS focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas: wellbeing, culture and the employee-employer relationship workplace relations, and communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

Unit 4: Portfolio preparation and presentation

In Unit 4 WRS, students will explore the purpose of a portfolio and consider the intended audiences and uses of portfolios in different contexts. They will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio. Students will understand how to prepare a portfolio proposal and how to plan the development of a portfolio. Students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

VCE VM Literacy

SCOPE OF STUDY

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. Texts are drawn from a wide range of contexts and are focused on participating in the workplace and community. The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

Unit 1

This unit focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students examine the structures and features of different text types, and examine how they are influenced by purpose, context, audience, and culture. They will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings.

Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts, and social media. As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

Unit 2

Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. Students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. Students learn to accurately reference and acknowledge the evidence they select.

Unit 3

Students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational, or procedural nature. These texts reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos, and vocational and workplace texts. Students focus on texts about an individual's rights and responsibilities within organisations, workplaces, and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

Unit 4

In this unit, students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. They will compare and contrast the ways in which same message can be presented through different platforms and consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them. Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.

VCE VM Numeracy

SCOPE OF STUDY

VCE Vocational Major Numeracy allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community. Students develop their problem-solving skills using the problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

For Units 1 - 4, students are required to demonstrate achievement of three outcomes. As a set these outcomes are required to encompass all eight areas of study across Units 1 and 2, and Units 3 and 4.

Outcome 1 is framed around working mathematically across six different numeracy contexts:
- o Personal numeracy
- o Civic numeracy
- o Financial numeracy
- o Health numeracy
- o Vocational numeracy
- o Recreational numeracy

Outcome 2 elaborates and describes a four-stage problem-solving cycle that underpins the capabilities required to solve a mathematical problem embedded in the real world.

Outcome 3 requires students to develop and use a technical mathematical toolkit as they undertake their numeracy activities and tasks. Students will be able to confidently use multiple mathematical tools, both analogue and digital/technological.

Unit 1

Students will develop their numeracy practices to make sense of their personal, public, and vocational lives. They develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

Areas of study:
>   Area of Study 1: Number
>   Area of Study 2: Shape
>   Area of Study 3: Quantity and measures
>   Area of Study 4: Relationships

Unit 2

Students develop their numeracy practices to make sense of their personal, public, and vocational lives. They develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

Areas of study:
>   Area of Study 5: Dimension and direction
>   Area of Study 6: Data
>   Area of Study 7: Uncertainty
>   Area of Study 8: Systematics

Unit 3

Students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies. The progression of learning is evident in Units 3/4 with the development of more complex skills and knowledge, drawing on the knowledge gained from Units 1/ 2.

Unit 4

In Unit 4, students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies. The progression of learning is evident in Units 3/4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1/2.

VCE VET Engineering

DESCRIPTION:

The pre-employment course is designed to prepare students for entry-level employment, such as an apprenticeship, in the engineering, manufacturing or related industries. The project you will undertake is the large wobbler stationary engine and various jigs and mandrels to help manufacture this project. Engineering, manufacturing, and related industries encompass a broad range of areas including but not limited to automotive, electrotechnology, tools and machinery, aerospace, defence, white goods, chemicals, polymer products, pharmaceuticals, textiles and clothing, food processing.

Unit 1 & 2	Unit 3 & 4
o Apply occupational health and safety principles in an engineering environment o Safely use hand tools and handheld power tools for general engineering applications o Report on the sectors and employment in the manufacturing, engineering, and related industries o Interpret and prepare basic two- and three-dimensional engineering drawings o Perform basic machining processes o Apply basic fabrication techniques	o Undertake a basic engineering project o Perform intermediate engineering computations o Produce basic engineering components and products using fabrication and machining operations *For units 3 & 4 the project you will undertake is the Large Wobbler Stationary Engine and a variety of jigs and mandrels to help manufacture this project. The part of the course has been developed in accordance with the VCAA requirements to enable you to include it as part of the VCE, by sitting an externally set exam.*

VCE VET Sport, Aquatics, and Recreation

DESCRIPTION:

Students who complete this program develop the ability to work independently in the sports industry, using their judgment to complete work activities effectively. Selected study areas in this program cover various key components within the industry, including recreation session delivery, coaching, technology, officiating, and working with diverse people. The skills and knowledge developed by completing these units give students a strong foundation for whichever direction they take in the industry.

Students interested in the Rugby Academy stream will have to complete an additional application.

Unit 1 & 2	Unit 3 & 4
o Participate in workplace health and safety o Organise personal work priorities o Provide hire equipment for activities. o Maintain activity equipment o Assist in conducting recreation sessions. o Maintain sport, fitness and recreation industry knowledge. o Provide first aid o Respond to emergency situations. o Provide quality service o Participate in conditioning for sport o Continuously improve officiating skills and knowledge.	o Participate in WHS hazard identification, risk assessment and risk control processes. o Conduct sports coaching sessions with foundation-level participants o Deliver recreation sessions o Facilitate groups

VCE VET Dance

DESCRIPTION

The VCE VET Dance course is a two-year full-time certificate course that prepares students for further tertiary training as a dance teacher, performer or choreographer in the performance industry. Throughout the course, students spend time both within the classroom and in the dance industry, acquiring and developing the skills, knowledge and confidence to work in a range of areas within the performing arts industry. Upon successful completion of the course, students receive a **Certificate II in Dance,** an optional Study Score which contributes to their VCE ATAR, and multiple connections within the industry. Students will explore dance styles such as: Contemporary, Jazz and/or Hip Hop, Ballet, Tap

Unit 1 & 2	Unit 3 & 4
o Develop basic dance techniques o Prepare for live performances o Follow safe dance practices o Develop a basic level of physical fitness for dance performance o Work effectively with others o Perform basic dance techniques in two of either jazz, contemporary, ballet, tap, street, cultural or lyrical	o Incorporate artistic expression into basic dance performances o Develop and apply creative arts industry knowledge o Develop audition techniques o Develop performance techniques o Increase depth of jazz dance techniques in two of either jazz, contemporary, ballet, tap, street, cultural or lyrical

VCE VET Health

DESCRIPTION:

The Certificate III in Health Services Assistance provides students with the knowledge and skills that will enhance their employment prospects in the health industry. The industry is large and diverse, covering many occupations, ranging from highly qualified professionals to support staff and volunteers. Health occupations comprise of workers who diagnose and treat physical and mental illnesses and conditions or recommend, administer, dispense and develop medications and treatment to promote or restore good health. This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision.

Unit 1 & 2	Unit 3 & 4
o Apply basic principles and practices of infection prevention and control o Assist with movement o Communicate and work in health or community services o Maintain a high standard of service o Organise personal work priorities and development o Participate in workplace health and safety o Perform general cleaning tasks in a clinical setting o Provide First Aid o Respond effectively to behaviours of concern o Use business software applications o Work with diverse people	o Engage with health professionals and the health system o Interpret and apply medical terminology appropriately o Recognise healthy body systems o Take clinical measurements

VCE VET Information Technology

DESCRIPTION:

This course will equip the student with comprehensive skills and knowledge to enter the information and communications technology (ICT) field. The system provides the introductory skills and expertise, emphasising ICT support and computer networking. The delivery incorporates theoretical, practical and hands-on training in PC hardware and software maintenance; server administration; client operating systems; and workplace skills. This program equips learners with future-ready ICT skills and knowledge to prepare them for a successful ICT career. ICT covers all areas related to processing, manipulating, and managing information. Emerging technologies include artificial intelligence (AI), virtual reality (VR), augmented reality (AR) and the Internet of Things (IoT). Cyber security has become a top threat for business growth across the economy.

Unit 1 & 2	Unit 3 & 4
o Work in a team o Use computer operating systems and hardware o Operate application software packages o Run standard diagnostic tests o Securely manage personally identifiable information and workplace information o Develop and extend critical & creative thinking skills o Apply introductory programming techniques	o Install, configure and secure a small office or home office network o Provide ICT advice to clients o Maintain and repair equipment and software o Provide basic system administration o Identify IP, ethics and privacy policies in ICT environments

VCE VET Business

DESCRIPTION:

This course will provide students with the knowledge, skills, and competency that will enhance their training and employment prospects within a broad range of business and industry settings. This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge.

Students will develop and build teamwork, interpersonal skills and organizational capabilities which can be used to further strengthen their employability skills post-secondary schooling. The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives.

Units 1 & 2	Units 3 & 4
o Assist with maintaining workplace safety o Use inclusive work practices o Design and produce spreadsheets o Create electronic presentations o Use digital technologies to communicate in a work environment o Support personal wellbeing in the workplace o Apply critical thinking skills in a team environment o Participate in sustainable work practices	o Organise personal work priorities o Organise workplace information o Design and produce business documents o Engage in workplace communication o Deliver and monitor a service to customers

VCE VET Music

DESCRIPTION:
This highly collaborative course ensures students skills are put into context from the outset. Candidates understand, evaluate, interpret, and direct a variety of mediums within their ensemble, whilst simultaneously nurturing the development of their primary instrument. A global view of how music performances are successfully developed is promoted. Students examine the role of each stakeholder, from musician, composer, sound engineer, to copyright manager, publicist, stage manager, venue owner and arts manager.

Unit 1

Unit 1 VET Music performance sees students gain knowledge in planning, analysing and adapting event management and ensemble performance, within expected industry practises. Students evaluate current trends and practises and outline a path that is unique to their own personal goals. These individually tailored goals underpin their practical goals for the course. Students undertake research into copyright and royalties alongside roles of composing, performing, recording and distributing their artistic product.

Unit 2

Unit 2 VET Music performance sees students record and mix live performances in line with industry standard practises. They investigate and implement technologies in live performance and the effect of streaming on contemporary musicians. Students learn and arrange hire and employee contracts and explore event planning and management producing Gantt charts and managing talents within their teams competently.

Unit 3

Unit 3 in VET music performance sees students focus on planning collaborative performances within small ensembles. For SAC 1, students develop multiple techniques on their instruments, and actively chart progress of these goals. They work alongside their peers to select repertoire, maintain rehearsal schedules, workshop difficulties, manage event planning and publicity, culminating in a performance event. For SAC 2 students explore the art of improvisation and stagecraft within two contrasting genres. They focus on two musical elements for each chosen work and evaluate their ability to apply these to their improvised passages. Students analyse and respond to self-evaluation and peer feedback and chart their progress over the course of the semester.

Unit 4

In Unit 4 students refine and extend their practical skills to produce a full set of music. They develop a range of works that showcase many advanced instrumental techniques and diverse styles in line with a selected target audience and crafted stage setting. Students elect to study within a group or as a soloist. Each of these pathways leads to a recital of several works that fall in line with their individual performance design. They independently manage their equipment by designing layout, organising needed accessories and actively manage onstage technology before and during their performances.

Unit 1 & 2	Unit 3 & 4
o Implement copyright arrangements o Work effectively in the music industry o Plan a career in the creative arts industry o Perform simple repertoire in ensembles o Make a music demo o Incorporate music technology into performances	o Develop technical skills for musical performances o Prepare for musical performances o Develop and preform musical improvisation o Develop and apply stagecraft skills o Perform music as part of a soloist or as part of a group

VET Building & Construction (Unscored)

DESCRIPTION:

This comprehensive course covers all aspects of domestic carpentry and is the perfect starting point for a career in the building and construction industry. This course specialises in carpentry, covering all basic skills and knowledge required for domestic building, at the entry level, including all the tools and equipment used by carpenters. Carpenters are the key players in domestic house construction - they're the first on site, and the last to leave. While carpenters have their specific skills and tasks to perform in the building process, carpenters must have knowledge of all other trades, as a carpenter's work often accommodates the other trades who follow them. The course is a pathways qualification, designed to provide learners with the skills and knowledge to undertake an apprenticeship within the building and construction industry sectors. Students will acquire broad knowledge and practical workshop skills including;

- Safe handling of selected hand and power tools
- Interpreting documents and plans
- Building structure components

UNITS 1 – 4	
o Prepare to work safely in the construction industry o Apply WHS requirements, policies and procedures in the construction industry o Conduct workplace communication o Carry out measurements and calculations o Identify and handle carpentry tools and equipment o Apply basic levelling procedures o Provide basic emergency life support o Erect and safely use working platforms	o Prepare for work in the building and construction industry o Interpret and apply basic plans and drawings o Perform basic setting out o Construct basic sub-floor o Construct basic wall frames o Construct a basic roof frame o Install basic external cladding o Install basic window and door frames o Install interior fixings o Dismantle basic timber structures o Construct basic formwork concreting

VET Electrotechnology (Unscored)

DESCRIPTION

The course provides an overview of the industry, employment opportunities and the training pathways available. It also includes training in the basic fundamentals of electrical, telecommunication, refrigeration and air conditioning systems as well as workshop experience in fabrication and assembly techniques, wiring, cabling, basic installation skills and use of test equipment. Workplace safety and first aid training are also included.

Units 1 – 4	
o Prepare to work safely in the construction industry o Apply work health and safety regulations, codes and practices in the workplace o Fabricate, assemble and dismantle utilities industry components o Apply environmentally and sustainable procedures in the energy sector o Provide basic sustainable energy solutions for energy reduction in residential premises o Fix and secure electrotechnology equipment o Carry out routine work activities in an energy sector environment o Identify and select components, accessories and materials for energy sector work activities	o Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply o Use routine equipment/plant/technologies in an energy sector environment o Deliver a service to customers o Provide basic instruction in the use of electrotechnology apparatus o Provide solutions and report on routine electrotechnology problems o Solve problems in single path circuits

VCE VET Community Services

DESCRIPTION:

The course offers students the opportunity to learn about the community services sector and explore specific contexts of work as well as acquiring entry level skills for volunteer work. Skills will be developed in communication, working with diversity, workplace health and safety, administration support, and responding to clients.

Unit 1 & 2	Unit 3 & 4
o Participate in workplace health and safety o Communicate in the workplace o Work with diverse people o Provide first aid o Be an effective volunteer o Provide first point of contact o Communicate and work in health or community services	o Respond to client needs o Work within a community development framework o Implement participation and engagement strategies